**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 1 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -10 Black Dots  -Number anchor chart from yesterday  -Number sets, dot sets  -Large numeral flashcards | | **Student:**  -Math journals  -Pencils  -Manipulatives | | | **Count, count on, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1** | | | | | |
| **I Can Statement(s):**  -I can count to 10.  -I can count to 10 starting from any number. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Review number anchor chart.  -Re-read 10 black dots.  -Read again, having students come up to model counting each page for 6-10.  -For numbers 6-10, have various pictorial representations that we practice counting together. | | | | | |
| **Teacher Directed:**  -Model counting with actions game, and exercising in sets of whatever number the teacher names. | | | | | |
| **Guided Practice:**  -Teacher led counting with actions game, to practice rote counting.  –Exercises in sets of whatever number (to 10) the teacher names.  -Choose a student who is performing well to lead the counting actions game and exercises. They will choose the number, and model performing the action. | | | | | |
| **Independent Practice:**  -Counting centers including: hold up a number of fingers and have your partner count them, then count yourself to check; build a unifix cube train and count the number included; match unifix cubes to fit within a shape outline and count how many used, etc. | | | | | |
| **Closing/Summarizing Strategy:**  -Practice counting using actions.  -Number flash: display a numeral on a large flashcard and tell students the number, then do a counting activity with that number (such as tapping their head 6 times, or snapping their fingers 9 times). | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -Have students who are able continue counting beyond 10.  -Have numeral cards available during math stations for students who are ready to begin using them. | | | -During independent practice work individually or in small groups with lower students, practicing counting together, and modeling one-on-one counting.  -Go back and focus on the lower numbers 0-5. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Explain instructions step-by-step, rephrasing where necessary. Orally go through the counting sequence one-on-one, having the students repeat after the teacher model.  -Count along with the students. | |
| **Assessment(s):**  -Number flash: display a numeral on a large flashcard and teacher will identify the number, then do a counting activity with that number (such as tapping their head 6 times, or snapping their fingers 9 times). Teacher will observe student performance. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |